GOAL 1

Rationale: To increase student achievement

Goal 1	Create systems and practices whereby teachers collaborate to evaluate, reflect on, and produce or adjust instructional plans based on available assessment data.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
1. Alignment of curriculum and assessment with California state standards, national standards, and ESLRs					
1a. Train identified staff on use of grade level ELD standards	Fall 2009	• Director of Instruction • Curriculum Supervisor • Staff Development Specialist • Principals	• CDE website • Curriculum Department • CA state standards • ELD standards • ESLRs • Existing and sample rubrics • Existing course outlines • CBEDS data • Adopted textbooks • Staff Development Specialist • Teachers' classrooms • Principals	• CPGs on server • IEPs • Teachers' course syllabi and lesson plans • Training participation verification sheets • Curriculum documents • Intranet site- Wiki webpage • Course catalog	• Annual reports presented by WASC monitoring and/or Language Planning committees • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter
1b. Refine and/or develop rubrics for all courses	Fall 2009 to Spring 2010				
1c. Refine and/or develop grade level ELD standards for IEPs	Spring 2010				
1d. Refine and/or develop common/multiple assessments for all courses	Spring 2010				
1e. Refine and/or develop correlation of ESLR's to standards	Fall 2010 (general ed curriculum) Fall 2011 (CTE)				
1f. Refine and/or update course outlines and pacing guides for all courses (HS, CTE, SN, LS, 5th Year)	Spring 2012				

Goal 1	Create systems and practices whereby teachers collaborate to evaluate, reflect on, and produce or adjust instructional plans based on available assessment data.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
2. Training on Professional Learning Communities, Language Planning, and AEBPD					
2a. Identify dates/trainers for schoolwide PLC training	Fall 2009 to Spring 2015 (Ongoing)	• Director of Instruction • Curriculum Department • Staff Development Specialist • Curriculum and Assessment Supervisors • Director of Student Services • Principals • Student Outcome and Testing Coordinator	• Principals • Center on ASL/English Bilingual Education and Research (CAEBER) • Curriculum Specialists • AEBPD curriculum and mentors • School calendar • Student Outcomes Specialist • Staff Development Specialist • RCOE consultant • Testing Coordinator • PLC techniques, activities, and documents • LP activities, articles, and documents • Intervention recommendations and documents	• School calendar and schedules • Meeting agendas and notes • Training participation verification sheets	• Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter
2b. Identify dates/trainers for schoolwide Language Planning training	Fall 2009 to Spring 2015 (Ongoing)				
2c. Provide ongoing AEBPD training.	Fall 2009 to Spring 2015 (Ongoing)				
2d. Train staff on student achievement strategies and best practices including student learning outcomes	Fall 2009 to Spring 2015 (Ongoing)				
2e. Continue to develop opportunities to meet and communicate with teachers and staff across grade levels and content areas	Spring 2010 to Spring 2015 (Ongoing)				
2f. Provide training and implement the principles of Language Planning	Spring 2010 to Spring 2015 (Ongoing)				
2g. Establish teacher professional development to include instructional strategies and pedagogical content (including student achievement) aligned to STAR/CAPA/CAHSEE)	Fall 2011				

Goal 1	Create systems and practices whereby teachers collaborate to evaluate, reflect on, and produce or adjust instructional plans based on available assessment data.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
3. Ongoing Data Collection					
3a. Train all staff in the interpretation and analysis of Achievement/State testing (PBA, STAR/CST/CAPA/CMA, MAP); and triennial evaluation data	Fall 2009	• Director of Instruction • Principals • Staff Development Specialist • Director of Student Services • WASC Self Study team • Assessment Supervisor (3a and 3d)	• Outside consultants • School server • Curriculum Specialists • Assessment documents • Assessment staff • Principals • Classroom teachers	• PowerSchool student information system • Training participation verification sheets • Meeting agendas and notes • PLC forms/online notes • Teachers' schedules • Data collection files	• Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter
3b. Train all staff in interpretation and analysis of formative and summative assessments (FA/SA) to link assessment to instruction	Fall 2010				
3c. Develop a management matrix consisting of collaborative teams to meet on an ongoing basis to identify goals, discuss best practices, and gather relevant data	Spring 2010 to Spring 2015 (Ongoing)				
3d. Develop leadership team to gather/analyze data to identify discrepancies between actual and desired results, goal setting, and tracking improvement	Spring 2010 to Spring 2015 (Ongoing)				
3e. Develop uniform method of FA/SA assessment across programs to link assessment to instruction	Fall 2013				
3f. Implement uniform method of FA/SA assessment across programs to link assessment to instruction	Spring 2014				

Goal 1	Create systems and practices whereby teachers collaborate to evaluate, reflect on, and produce or adjust instructional plans based on available assessment data.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
4. Expand interventions/celebrations to help students					
4a. Identify and expand intervention process (from referral to intervention implementation) through a leadership team including parents, residential, instruction, and student services staff (IDT)	Fall 2009: Develop guidelines for IDT process Spring 2010: Train teachers on effective intervention strategies Fall 2010: Provide orientation to parents about intervention process	• Director of Instruction • Assessment staff • Principals	• Scheduling committee • CAHSEE Specialist • Principals • Assessment staff • Educational Advisors	• Cubs Pride awards and PowerPoint presentations • Bulletin boards • PowerSchool student information system • Training participation verification sheets • Meeting agendas and notes • PLC forms/online notes • Teachers' schedules • Data collection files • CAHSEE tutoring schedule • Buddy sign-up sheets • IDT notes	• Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter • Newspaper articles • CAHSEE scores from ETS
4b. Develop new school schedule to support student learning outcomes	Fall 2009				
4c. Continue CAHSEE tutorial services	Spring 2010 to Spring 2015 (ongoing)				
4d. Establish guidelines for program placement and transition based on assessments and classroom data	Spring 2010				
4e. Develop "buddy system" for incoming Freshman and new students	Fall 2011				
4f. Formally review established guidelines for program placement and transition and make modifications as needed	Fall 2013 (ongoing)				

GOAL 2

Rationale: Improve students' literacy which is essential to earning a California high school diploma, attending post-secondary institutions, gaining employment, and developing independent living skills. Research demonstrates that when schools emphasize developing students' bilingual proficiency in L1 and L2, increased literacy skills follow (Cummins, Krashen). Deaf bilingualism emphasizes ASL as the first language leading to second-language competency in written English.

ESLRs: Knowledge and competence
Productive, self-directive
Effective communicator

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
Develop competence among the school staff in the use of the Language Planning model to support the development of fluency in ASL and written English. Address the six areas listed below. **1. Instruction (ACQUISITION)**					
1a. Explore ASL (immersion/maintenance) as a course to help students improve ASL skills, as well as to satisfy the World Language academic requirement.	Fall 2010: Planning stage for the ASL course Spring 2011: Identify teacher/schedule Fall 2011: Implement courses	• Superintendent • Director of Instruction • Principals • Curriculum Supervisor	• Center on ASL/English Bilingual Education and Research (CAEBER) AEBPD research and best practices • ASL curricula and evaluation tools from other schools • Gallaudet Leadership Institute • Western Association of Schools and Colleges	• Student achievement results using Measures of Academic Progress (MAP) • School profile data • Critical needs analysis • School Accountability Report Card (SARC) • Progress report on accreditation action plan goals	• Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter • School policies and handbook on Intranet

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
1b. Improve language competencies among staff, parents, and community members in both ASL and English to strive for the best language models for students	Spring 2011		• Conference of Educational Administrators of Schools for the Deaf • California Standards for the Teaching Profession-Standard 7 (State Special Schools) • Teacher schedules and lesson plans • Establish a consistent format that reflects the bilingual methodology for use by the teachers • Cummins Quadrant • Bilingual Methodology Framework (Language Separation, Codeswitching, Concurrent use of Languages in a Lesson) • Signacy Framework	• French Toolkit • School-developed ASL evaluation tool • Results on achievement tests • ASL rubrics from other school programs • Student profiles	
1c. Establish guidelines for evaluating ASL and written English skills of new students to guide program placement and transition	Spring 2011: Review Spring 2012: Establish guidelines				
1d. Place emphasis on students' acquisition of communicative ASL (BICS) as a priority to ensure the critical language foundation for academic instruction in English (BICS/CALP)	Spring 2011				
1e. Develop informal peer coaching system with AEBPD trained staff	Fall 2011				
1f. Achieve a balance of teachers' and students' use of social ASL (BICS), Academic ASL (CALP), Social English (BICS), and Academic English (CALP)	Fall 2011				
1g. Expect consistency across programming (e.g., special needs, life skills, academic, career pathways, community based instruction and 5th year)	Spring 2012: Communicate expectations				

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.					
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
1h. Incorporate the Signacy Framework (Viewing/Signing) into teaching schedules and lesson plans on a regular basis*	Spring 2012: Training and initial implementation Fall 2012: Incorporate with lesson plans		• Bilingual Methodology: Concurrent uses of language [preview, view, review (PVR); Purposeful Concurrent Usage (PCU); translanguaging, free/literal translating], and language separation		
1i. Incorporate the Literacy Framework (Reading/Writing) into teaching schedules and lesson plans on a regular basis*	Spring 2012: Training and initial implementation Fall 2012: Incorporate with lesson plans		• Literacy Framework • CA State Plan for CTE • Perkins CTE Improvement Act • AEBPD graduates		
1j. Address needs for newly admitted and current students who are new to ASL, or struggle in ASL by providing additional intervention	Fall 2012 (ongoing)				
1k. Establish consistent expectations of growth in language arts (ASL and written English) across all programs	Spring 2013 (ongoing): Training on methods				
1l. Incorporate the Bilingual Methodology approaches into teaching schedules and lesson plans on a regular basis * *for more details refer to AEBPD resources	Fall 2013				

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
2. Curriculum (CORPUS)					
2a. Inform school and dorm staff about the availability of existing curriculum materials/tools	Fall 2009	• Director of Instruction • Curriculum staff • Principals • Teachers • Superintendent	• Center on ASL/English Bilingual Education and Research (CAEBER) • AEBPD • Gallaudet Leadership Institute • Conference of Educational Administrators of Schools for the Deaf • Identify an ASL specialist assigned to the curriculum department who will provide direct instruction to students and identify / provide resources to teachers on incorporating ASL into the curriculum • California Standards for the Teaching Profession-Standard 7 (State Special Schools)	• Student achievement results using Measures of Academic Progress (MAP) • School profile data • Critical needs analysis • School Accountability Report Card (SARC) • Progress report on accreditation action plan goals • Curriculum resource lists and guidelines • Meeting agenda and notes • Training participation verification sheets	• Leadership team reports • Faculty meetings • Website blogs, ASL v-logs, Wiki Intranet site • Curriculum resource lists and guidelines • ASL DVDs & movies • Annual WASC self-study team report • Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter
2b. Gather additional curriculum materials/tools to support the Bilingual Methodology approaches and the Signacy Framework (Viewing/Signing)	Fall 2009				
2c. Standardize ASL signs, in consultation with deaf and hearing adults, for educational terminology	Spring 2010				
2d. Apply a system for ASL consultation for ASL broadcast messages (e.g., Vlogs, DVDs, movies) to serve as quality ASL language models for students	Spring 2010				
2e. Apply a system for English proofreading for openly posted messages on and off-campus (e.g., posters, signs, flyers, newsletters, website articles) to ensure high-quality English language models for students	Spring 2010				

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
2f. Establish a system to share classroom-created ASL media and written English products for educational purposes	Spring 2011		• CA State Plan for CTE • Perkins CTE Improvement Act		• School policies and handbook on Intranet
2g. Modify instruction to connect reading, writing, and signing in all content areas to reflect the link between ASL and English linguistic markers *for more details refer to AEBPD resources	Spring 2012		• Alexandria software program on CSDR Intranet with curriculum resource list • ASLTA certified teachers • Team of ASLPI certified raters		
3. Assessment					
3a. Identify and implement existing evaluation tools to measure students' growth in written English on communicative and academic levels	Fall 2009: Identify Spring 2010: Implement	• Director of Instruction • Curriculum Supervisor • Assessment Supervisor • Teachers (3 a, c, d and e)	• Center on ASL/English Bilingual Education and Research (CAEBER) • AEBPD • Curriculum staff • Assessment staff • Teachers • California Standards for the Teaching Profession-Standard 7 (State Special Schools)	• Measures of Academic Progress (MAP) • Classroom assessments and portfolios • Student achievement results using Measures of Academic Progress (MAP) • School profile data	• Leadership team reports • Faculty meetings • Website blogs, ASL v-logs, Wiki Intranet site • Curriculum resource lists and guidelines • ASL DVDs & movies • Annual WASC self-study team report
3b. Explore the addition of a position for a person who will be responsible for monitoring student outcomes and progress using multiple assessment tools	Fall 2009: Identify position Spring 2010: Monitor assessment				
3c. Review and modify existing evaluation tools to measure students' growth in ASL on communicative (BICS) and academic levels (CALP)	Spring 2010: Review / Modify Fall 2010: Implement				

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
3d. Use data from student outcomes to drive curriculum and instruction	Spring 2011		• CA State Plan for CTE • Perkins CTE Improvement Act • Students' ASL evaluation results • State and school achievement test scores	• Critical needs analysis • School Accountability Report Card (SARC) • Progress report on accreditation action plan goals • Curriculum resource lists and guidelines • Meeting agenda and notes • Training participation verification sheets	• Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter • School policies and handbook on the Intranet
3e. Develop a systematic portfolio resource that includes final products in ASL and written English that can be accessed on the server	Spring 2011				
4. Community (Status)					
4a. Plan and implement a public relations campaign to communicate the school's mission and commitment to bilingual education to the students, parents, local community, and national Deaf and hearing communities	Fall 2010	• Superintendent • Outreach staff • Director of Instruction • Principals • Curriculum staff	• Curriculum staff • California Standards for the Teaching Profession-Standard 7 (State Special Schools) • CA State Plan for CTE • Perkins CTE Improvement Act	• Student achievement results using Measures of Academic Progress (MAP) • School profile data • Critical needs analysis • School Accountability Report Card (SARC)	• PAWSitive Reflection newsletter • ESLRs brochure • CSDR website • Department newsletters for parents • Staff meetings • Local and national media • National websites and newsletters
4b. Continue to educate the State Special Schools Division within the CDE about bilingual education for Deaf/HH students and the promotion of CSDR as a service center for other programs serving Deaf/HH children in Southern California	Fall 2010				

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
4c. Plan open forums, workshops, and discussions for staff to reflect on and infuse the principles of education in ASL/ English and Deaf Culture	Spring 2010	• Language Planning committee • Outreach staff • CSDR staff, alumni, and community	• Gallaudet Leadership Institute • *Understanding Deaf Culture: in Search of Deafhood* by Paddy Ladd	• Progress report on accreditation action plan goals • Curriculum resource lists and guidelines • Meeting agendas and notes • Training participation verification sheets	
5. Training					
5a. Language Planning	Fall 2009 (ongoing)	• Director of Instruction • Director of Student Services • Curriculum staff • Technology & Training staff • Outreach staff • CTE Supervisor	• California Standards for the Teaching Profession-Standard 7 (State Special Schools) • AEBPD Mentors • Staff Development Specialist	• Meeting agendas and notes • Training participation verification sheets	• Faculty meetings • Website blogs, ASL v-logs, Wiki Intranet site • Curriculum resource lists and guidelines • ASL DVDs and movies • Annual WASC self-study team report • Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • School policies and handbook on Intranet
5b. AEBPD	Fall 2009 (ongoing)				
5c. PLC (discuss/analyze staff expectations)	Fall 2009 (ongoing)				
5d. CA State Plan for CTE (2008-2012)	Fall 2009 – Spring 2012				
5e. Advanced language classes (ASL and English)	Fall 2010 – 2015				

Goal 2	Implement approaches and strategies which focus on ensuring the success of every student with particular emphasis on language development (ASL and written English) across disciplines for all students.				
Specific Steps	**Timeline**	**Responsible Persons**	**Resources**	**Means to Assess & Monitor Progress**	**Report of Progress**
5f. Refine and/or develop peer coaching system	Spring 2012				• Action plan progress reports on the CSDR website and in the PAWS-itive Reflections newsletter
6. Technology Support					
6a. Use technology to document and store student ASL products	Spring 2011 (ongoing)	• Teachers • Curriculum staff • Technology & Training staff	• California Standards for the Teaching Profession-Standard 7 (State Special Schools) • Curriculum staff • Classroom teachers • Technology & Training staff	• Progress report on accreditation action plan goals • Technology resource lists and guidelines • Meeting agendas and notes • Training participation verification sheets	• Faculty meetings • Website blogs, ASL v-logs, Wiki Intranet site • Curriculum resource lists and guidelines • ASL DVDs & movies • Annual WASC self-study team report • Annual reports presented by WASC monitoring and/or Language Planning committee • Annual schoolwide data presentation • Action plan progress reports on the CSDR website and in the PAWSitive Reflections newsletter • School policies and handbook on Intranet
6b.Use technology to increase students' natural and formal uses of written English throughout the day across the curriculum	Spring 2011 (ongoing)				